Emotive Language Function As A Medium To Motivate Students

Kadek Adyatna Wedananta
Universitas Pendidikan Nasional
adyatnawedananta@undiknas.ac.id

I Putu Yudi Sudarmawan
Universitas Dwijendra
sudarmawan@undwi.ac.id

Abstract-This study seeks to explore the emotive functions of language as a medium to motivate students. This study employed a qualitative methodology. This research was conducted in schools located in Denpasar, Bali, with teachers as its subjects to interview. Based on the findings of interviews with all participants, observations, and documentation, it can be inferred that the emotive function of language contributes to student motivation in the following ways: The emotive function of language is essential for motivating students; for example, teachers must express pride when students answer questions correctly; teachers must display enthusiasm while responding to anything students do in the classroom; teachers must demonstrate empathy when students answer incorrectly, but they must also keep students in a good mood and avoid letting them down; and teachers must express support when students are about to give up on answering a question.

Keywords: Language Function, Emotive function, Teachers, Students' Motivation

I. INTRODUCTION

Language is fundamental to human existence. Without language, it is believed that people would be incapable of communicating. According to Richard & Schmidt (2013) , language is a system of human communication consists of a systematic arrangement of sounds into bigger units, such as morphemes, words, phrases, and utterances. In other words, language serves as a channel for the interchange of ideas and information.

Nevertheless, there are various linguistic functions that appear to form the foundation of professionalism in every profession. All of the many roles of language must be explored. When discussing the function of language, the reasons for employing it are discussed. Communication is the primary function of language, sometimes known as the function of speech; individuals use language to transmit and receive messages. It is difficult to recognize the purpose of language since it is so established in all human conduct that few areas of our conscious action are thought not to involve language (Newmeyer, 2000).

According to PP No.74, 2008, chapter I, section 1 and verse 1, teachers are professional educators whose major tasks are to educate, teach, guide, direct, train, assess, and evaluate pupils in formal education, including elementary and secondary schools. Also, UU No.14, 2005, chapter I, section 1, verse 3 regarding instructors and lectures emphasizes that teachers are responsible for promoting the quality of national education in their capacity as agents of learning. This suggests that teachers should not only impart knowledge to their students, but also promote character development and do numerous other duties. Therefore, the most challenging duty for teachers is to motivate students.

Therefore, how does emotive function of language help teachers to motivate students in the classroom?.

LITERATURE REVIEW

All of the many roles of language must be explored. When discussing the function of language, the reasons for employing it are discussed. Communication is the primary function of language, sometimes known as the function of speech; individuals use language

to transmit and receive messages. It is difficult to recognize the purpose of language since it is so established in all human conduct that few areas of our conscious action are thought not to involve language (Newmeyer, 2000).

The act of efficient verbal communication can be explained using Roman Jakobson's (1960) idea of six functions of language (or communication functions). Various factors are linked with each of these functions.

Phatic Function

The phatic function is concerned with the interactions between speakers. Its major objective is to withdraw/build, extend, check, confirm, or terminate this relationship, and it may include culturally or non-culturally bound terms such as also, I won't keep you; wow! ; and truly. In addition to enhancing the relationship between speakers, the phatic function improves the listener's sense of the speaker's competence (Manoliu, 2017).

The phatic function entails expressing compassion and sympathy with others. It enhances communication and refers to avenues of communication. Socially, it opens a channel or checks its functionality. This feature facilitates social interaction. Consequently, this function employs vernacular terminology on occasion. It is primarily characterized by speech, but it can also be observed in writing, such as letters, where Dear Sir/Madam and Yours Faithfully serve the same function (Zegarac and Clark, cited in Hassan & Jabbar, 2018).

Poetic Function

The poetic function, according to Jakobson, is a "attitude toward the message itself, focusing on the message itself." The poetic function cannot be reduced to poetry or the poetic function of the message; it consists of stressing the concrete side signs of language and intensifying the underlying contradiction between what is understandable and what is understandable, between linguistic signs. As a source of perceivable knowledge and reference point, reality performs both functions (Manoliu, 2017).

Metalingual Function

The metalingual function is utilized when the sender and receiver need to determine whether they are using the same code and when language is used to discuss language. For example: "What do you mean by "krill?" In the process of language acquisition, mother tongue acquisition makes considerable use of metalingual actions; for example, aphasia can be regarded as the loss of the ability to do metalingual actions (Tribus, 2017).

Metalinguistics, the language of grammar, exemplifies the metalinguistic function most clearly. However, the metalingual function is currently used to regulate the interlocutor's use of the same language code in everyday discourse (Manoliu, 2017).

Emotive Function

This function is also known as the expressive or affective function. The emotional function highlights the word "greeting." This option is displayed when we wish to convey our sentiments even when no one is speaking to deliver information. An example of an interjection is "Bah!", "Oh!", "Yuck!", "Ouch!", or "Aie." They are not parts, but rather sentence equivalents (Tribus, 2017).

Conative Function

The conative function focuses on the recipient. This function finds the purest grammatical terms in vocative and imperative sentences and assists us in persuading others to act, especially through the use of commands. Like "Drink!" or "Go." (Ibid.). This is updated by the message components that are transmitted directly to the recipient, showing that the speaker aims to influence the listener in some way, so including him in receiving the message. The most common grammatical expressions for this purpose contain imperative forms of greeting the listener directly. The conative function is typically conveyed by the recipient's spontaneous intervention at particular periods during message transmission, using expressions such as "you know," "no violation," etc (Manoliu, 2017).

The Referential function

Each term's referential function is to provide a positive response to the question "who is being discussed?" or to perform reference determination. The term's "specifier" permits

a single term to accomplish this purpose. Demonstrations are not deictic term determinants since they can serve their referential role by appealing to the relative uniqueness of the utterance or by advocating a candidate within the context of the surrounding discourse or perceptual environment (Jakobson, 1960).

The Connection between teacher and student

According to PP No.74, 2008, chapter I, section 1 and verse 1, teachers are professional educators whose major tasks are to educate, teach, guide, direct, train, assess, and evaluate pupils in formal education, including elementary and secondary schools. Also, UU No.14, 2005, chapter I, section 1, verse 3 regarding instructors and lectures emphasizes that teachers are responsible for promoting the quality of national education in their capacity as agents of learning. This suggests that teachers should not only provide knowledge to their pupils, but also give character development and set a positive example for their students' character.

Then, Syaiful Sagala adds that a teacher is an individual who is responsible and accountable for the individual or classical education of students in and out of school.

It indicates that teachers must continuously monitor the behavior of all students in and out of school. The dictionary definition of teacher is "someone who instructs, particularly in schools." Given the foregoing explanations, it is evident that a teacher is an individual who teaches knowledge to students and bears a significant degree of responsibility for doing so. All actions and words of the teacher will have an effect on the students. Due to these enormous obligations, it is imperative that teachers possess the necessary skills. Therefore, motivating students is also part of the teachers' responsibilities.

Previous Studies

The research of Junieles and Arindita (2020), which attempted to analyze the characteristics and functions of language in YouTube adverts for chat applications, was one of the previous studies that addressed language functions. This research employs a qualitative and descriptive sociolinguistic methodology. In addition, Junaidi et al. (2020) intend to characterize the many types of bejeghum and linguistic functions in bejeghum-based communication through their research. This investigation employs a qualitative methodology

II. METHODS

This study utilized a qualitative methodology. This study's purpose is not to collect data, but rather to identify and appreciate the function of the language used by teachers.

This investigation was conducted in Denpasar, Bali, schools. The subjects of this study were experienced teachers in order to evaluate their trustworthiness in communicating with students through the use of language.

This research acquired data through observation, interviews, and documentation. This study used the first approach, non-participant observation, because the researcher did not participate in classroom communication. Using non-participant observation, data on the language functions deployed by teachers was collected. The data gathered for this investigation were transcribed into transcripts prior to their analysis. As the second mode of data collecting for this study, in-depth questions were the emphasis of the interviews. This form of interview was undertaken to corroborate the data collected from observations and to investigate in depth the perspectives and causes associated with the research problem. And the final one utilized the documentation method, in which the researcher compiles papers and material regarding language functions to complement the results of observations and interviews.

In this study, researchers were the major research instrument. Nevertheless, based on the previously outlined data collecting procedure, the researcher utilized an observation checklist, a notebook, and an interview guide to obtain the necessary data.

In this investigation, technique and source triangulation were employed.

Observational and interview-based data were evaluated qualitatively using Miles and Huberman's interactive data analysis paradigm (1994). Three steps comprise the data analysis procedure: data reduction, data display, and conclusion.

III. RESULT AND DISCUSSION

This investigation revealed that there were 25 emotional functions. This option is displayed when we wish to convey our sentiments even when no one is speaking to deliver information. For example: interjection, a word or phrase used to indicate unexpected surprise, delight, or annoyance.

Excerpt 1 :
Teacher   :   Wow! You are great Kadek!

This function is dependent on how a person feels about what transpired, whether as a result of specific events, conversations, or subjects. As in the prior example, where the instructor was shocked by the deeds of Kadek, the student's actions left the instructor speechless. This illustrates that this emotional function imbues the provided data with emotion. This function generally arises unintentionally due to its association with spontaneity. And in the teaching and learning process, this role is essential for motivating or establishing rapport between teachers and students, such as when teachers express pride and enthusiasm when students answer questions effectively.

Another example of utterance used to express enthusiasm is shown below:

Excerpt 2:
Teacher : Ahaaa I've got the point! Come on what else?!

The student gave any opinion of the topic discussed and the teacher tried to build the motivation by showing the enthusiasm.

Another example that relates emotive function in building students' motivation shown below:

Excerpt 3:
Teacher : Ohh it is okay putra!! You did the best.

The student answered wrong in the classroom but the teacher did not blame or mock the student. The teacher expressed empathy in order to motivate students still even though the answer was wrong.

The last example why emotive function of language could be a way to motivate students is shown below:

Excerpt 4 :
Teacher   :   Come on Sinta one more example! You can do it!

The student had been given an opportunity to convey some examples of sentence in Simple Present Tense and the teacher expressed some uttreances to support the students so she could accomplish to answer.

To confirm the results of the previous observations, interviews were conducted with three teachers from diverse backgrounds: subject 1 is a recent graduate who has only taught in lectures, subject 2 is a young teacher with approximately two years of experience, and subject 3 is a senior teacher with nearly seven years of experience.

The results of the interview revealed that all three respondents agreed with Roman Jakobson's notion that language has its uses, one of which is the employment of emotive function to encourage students. In addition, the three participants made the following assertions regarding the relationship between emotive functions and student motivation:

Question : How is the relationship between emotive function and students' motivation?
Subject 1 : Language brings a crucial role in teaching in the classroom, if we, as a teacher, can express or speak well to the students, the students will be motivated and we can bring our feeling through words that shown

in emotive function

Subject 2 : Of course, emotive function can be as special as we cannot expect before, because many teachers share knowledge only, but by sharing our feeling to support students in the classroom is really amazing

Subject 3 : Emotive function has an expected connection with students' motivation, we know that students are human, human can understang each other by using feeling, so we, as a teacher, need language as an emotive function to motivate our students

On the basis of all the respondents' responses, we may conclude that the emotive function of language plays a crucial role in motivating students. As a result, based on the findings of observations, interviews, and documentation, the emotive function of language contributes to the motivation of students in the following ways:

1. The function of language as an emotive function is necessary to motivate students; for instance, teachers must express pride when students answer questions well.
2. The function of language as an emotive function is necessary to motivate students; for instance, teachers must express enthusiasm when teachers respond anything students' doing in the classroom.
3. The function of language as an emotive function is necessary to motivate students; for instance, teachers must express emphaty when students answered wrong but teachers keep students having a good mood or not letting the students down.
4. The function of language as an emotive function is necessary to motivate students; for instance, teachers must express support when students almost give up to answer question but the

teachers keep trying to motivate by words.

Previous research by Junieles and Arindita (2020) uncovered regional language features, slang language characteristics, and foreign language characteristics in YouTube adverts for chat application businesses. Language functions include the information function, the expressive function, and the directive function. In addition, study by Junaidi et al (2020) The language utilised can take the form of requests, orders, invites, and alerts, according to the findings of their study. This indicates that bejeghum has many language functions based on its function. This study is distinguished from earlier studies by its emphasis on the affective function of language based on Roman Jakobson's theory, which is implemented by teachers.

IV. CONCLUSION

Based on the findings of interviews with all participants, observations, and documentation, it can be inferred that the emotive function of language contributes to student motivation in the following ways:

1. The emotive function of language is essential for motivating students; for example, teachers must express pride when students answer questions correctly.
2. The emotive function of language is essential for motivating students; for instance, teachers must display enthusiasm while responding to anything students do in the classroom.
3. The function of language as an emotive function is crucial for motivating students; for example, teachers must demonstrate empathy when students answer incorrectly, but they must also keep students in a good mood and avoid letting them down.
4. The emotive function of language is crucial for motivating students; for example, teachers must express support when students are about to give up on answering a question.

IMPLICATION AND LIMITATION

Theoretically, the objective of this study is to construct a theory regarding the function of language, specifically in the field of education, with a focus on the emotive function of language employed by teachers.

This study is constrained by a shortage of research time and a small sample size, thus it is hoped that future researchers will be able to employ additional samples and investigations

REFERENCES

Hassan, A., & Jabbar, A. (2018). Functions of Language. In University of Al-Qadissiya. https://doi.org/10.1093/acprof:oso/9780195307931.003.0013

Jakobson, R. (1960). Style in Language Closing Statement: Linguistics and Poetics. Style in Language, 351–377.

Junaidi, F., Mustopa, E., Putra, A., & Aryanto, S. (2020). Analisis Fungsi Bahasa Dalam Komunikasi Adat Bejeghum: Kajian Sosiopragmatik. Jermal, 1(2), 79–88. https://doi.org/10.31629/jermal.v1i2.2709

Junieles, R., & Arindita N, S. F. (2020). Karakteristik Dan Fungsi Bahasa Iklan Bisnis Layanan Aplikasi Chatting Di Youtube. Konfiks Jurnal Bahasa Dan Sastra Indonesia, 7(1), 28–37. https://doi.org/10.26618/konfiks.v7i1.3314

Manoliu, M. N. (2017). Functions of Language and Elements of Poetry. International Journal of Communication Research, 7(1), 58.

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysisi (2nd Edition). In Sage Publications.

Newmeyer, F. J. (2000). Language Form and Language Function. MIT Press. https://books.google.co.id/books?id=K4zQMNLl2XgC

Richards, J. C., & Schmidt, R. W. (2013). Longman Dictionary of Language Teaching and Applied Linguistics. Taylor \& Francis. https://books.google.co.id/books?id=kqSsAgAAQBAJ

The government rules of RI. No. 74 year 2008, Chapter 1 Section 1 Verse 3. 2014. Bandung: Citra Umbara. pg. 59

Tribus, A. C. (2017). The Communicative Functions of Language: An Exploration of Roman Jakobson_s Theory in TESOL.

UU Republik Indonesia. No.14-year 2005. About Teacher and Lecture.Chapter 1 Section 1 Verse 1. 2014. Bandung: Citra Umbara. Pg.3.